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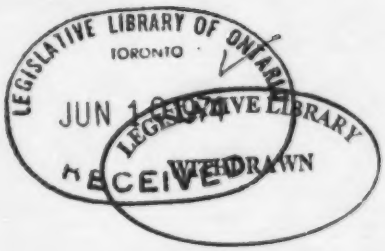
A STUDY INTO SEX STEREOTYPING IN ALBERTA ELEMENTARY SCHOOL TEXTBOOKS



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I N T R O D U C T I O N

The long standing concern about intergroup relations within North American society has come to focus increasingly within the last few years upon the role of women in our society; and just as the stereotyping of racial groups in school texts became an object of research and study a few years ago, so the treatment of women and the roles which they were assigned in Canadian textbooks has come in for critical review of late.

The concern about textbook content has been amply illustrated by the Ontario Human Rights Commission's investigation into treatment of racial groups, while a study conducted by the Manitoba Commission considered sexist content of textbooks in their report. Nova Scotia is also conducting a textbook study to determine the treatment afforded Indians and Negroes. The Alberta study used both the Ontario report, Teaching Prejudice by Garnet McDiarmid and David Pratt, and the Manitoba investigation on Social Studies textbooks as guides. The Alberta study examined elementary texts to ascertain the type of roles that women were perceived as occupying. The ever-present concern was the question - Are there areas where women are unfairly treated and their capabilities incompletely portrayed? Should this be the case, then, by noting biased treatment of women, we might be in a better position to rectify areas where omissions in women's realistic capabilities and ambitions occur. In certain areas, it might even be determined that a discussion of the socialization process that often determines women's lack of activities in fields such as science, medicine, or art, might be beneficial if included in textbooks.

A corollary of these objectives is to make positive recommendations of non-sexist literature for children. There are many books available to children that portray the female characters in a positive light and do not use sexual stereotypes.

This study could be useful if it points out even something of the effect stereotyping has on our society. Children of the elementary school age desperately need balanced models to identify with if they are to take their proper place in a free and democratic

A child's role is learned at a very early age. The socialization process, encouraged by both family and one's larger society itself, is reinforced by the books read by children in the formative years. Impressionable children see boys "doing" and girls "watching". "Boys fix things, girls need things fixed."[1] The following quotations from young children illustrate the fact that deep seated role-playing has already begun and the children understand, perhaps even accept, the differences between boys and girls.

> What do you think is the difference between boys and girls?
> Marlene,9: Boys always play hockey, baseball, stuff like that. Girls just sit around. But they could do it too, if they wanted to.
> Carol, 6: Girls can play house but boys don't want to play house. And they don't have to play house. Boys do the things that they want to do.
>
> What kind of games do you play?
> Lisa, 5: I like to be in play fashion shows and win.
>
> What do you have to do to win?
> I have to be nice and soft and graceful.
>
> Are boys like that too?
> No. Boys are mean all the time. They are bullies because they beat up girls.
>
> Do girls play rough back?
> No. They should be graceful always.
>
> Why?
> Well, if I acted clumsy, people wouldn't like me.[2]

The most exciting story-books for children generally have male characters. Books marked "girls only" are usually dull, with the girl playing a less adventurous, more passive role than the male character. A boy will seldom choose a "girls" book to read. He prefers stories with male characters, while a girl will read almost anything. She is used to male models in the stories she reads and begins to view boys as adventurous, heroic, multi-talented - the persons to turn to when a girl is in trouble, frightened, or needing a job done properly.

The treatment of the role of women in Alberta textbooks is generally unfavourable. The girls in these books are passive and less productive than their male counterparts. The main character in an adventure story is most likely to be a boy, while the only female characters are stereotyped as housewives, mothers, teachers or librarians. The housewife is seen as a consumer of household goods, while her husband purchases larger, luxury goods such as cars, property, etc. Men are breadwinners, and protectors of their families.

In the stories, the few women who do work outside the home do so because of the death of their husbands. The woman who is the head of a family is usually

1) poor
2) under-rated as a serious worker in the labour force, since it is believed that when she marries she will once again become a housewife.
3) timid, nurturing, kind, gentle, and if she fails to re-marry, her son will certainly care for her.

What follows is a series-by-series analysis of Alberta elementary textbooks:

Seeing Through Arithmetic Series. Gage, Toronto, 1965.

Grade 3.

Activities, even at this level, are segregated. Boys play

model airplanes, saved for a radio-kit and bought a fire-engine.

Although these activities may not seem offensive when mentioned infrequently, the accumulation of many segregated activities throughout this series clearly separates boys' capabilities and interests from those of girls. Many girls could partake in the interesting hobbies and activities associated in this series with boys. Out of a series of eleven problems, nine are about boys, their fathers, and fishing. The other two problems concern Nancy, who buys her minnows. David collects his own and keeps them in a pail.

Twenty-five problems concern Sue and her Brownie pack.

Seventeen problems are about a school party. While mothers supply all the refreshments, the girls make place cards, hats and napkins. No boys are mentioned.

Twenty-three problems concern boys and a baseball game. No girls are mentioned.

Fourteen problems are about boys at a farm. Mrs. White is the only female mentioned. She does the cooking.

Twenty-four boys and eight girls go swimming.

At a class party, three teachers and nine mothers supervise. The mothers bring and prepare the food.

Eighteen problems are about Bill and Ellen helping around the house. Ellen baby-sits, washes dishes, makes cupcakes, makes beds, and sets the table, while Bill washes windows, rakes leaves and takes his father's shoes to the shoemaker, who is a man.

Grade 5.

Illustrations are of seven boys and three girls. The boys are riding bikes, flying a kite, sailing a boat, playing a drum, piano and horn. The girls are playing cymbals, the triangle, and helping with a picnic. While Dick solves problems with white mice, Patsy solves problems with potholders.

The girls are members of the Tuesday Club, They make necklaces and animals from gumdrops and divide lollipops into groups. The boys' club builds storage crates.

marbles, baseball, soccer and fly paper airplanes, while girls use skipping ropes and play jacks. They plan parties and help "Mother" with her constant shopping and baking. While boys are playing with such traditional male toys as airplanes, and fire engines, girls make paper dolls and buy doll clothes. For example:

"Don is making wagons."

"Betty has six hats for her eight dolls."

Grade 4.

A boy demonstrates measuring with a ruler, while "Mother" demonstrates divisions of gallons to quarts by dividing a gallon of honey.

While boys play football, girls have a picnic. The activities of boys are competitive and productive, while girls are domestic and they concentrate on social activities such as parties and picnics.

At the class party, while the girls open packages of paper cups and plates, cut-up cakes, make paper hats, bring cookies and cupcakes and clean up after the party, the boys play baseball, bring games, and figure out how many children should ride in each car.

The owners of grocery and candy stores are men. Women are employed as cashiers. While boys buy toy cars, marbles, puzzles, toy trucks, baseball cards or save their money, girls buy doll dresses, paper dolls and toy rocking chairs. Nancy buys crayons, which her sister often breaks.

Boys earn money by raking leaves and helping father remove screens. Girls earn money by washing dishes, making beds and baby-sitting.

At a school sale, girls sold dolls, doll dresses, candy and nuts.

Boys sold stamps, model airplanes and model cars.

Girls' activities are portrayed as passive and less imaginative. Girls counted postcard collections, bought paper dolls and swimming caps, returned empty bottles, bought ribbons and arranged flowers in a vase. Boys collected stamps, old coins and stones, made sand-castles, discussed the height of "Jo-Jo, the Beanpole Man", made

There are fourteen problems about girls. They can tomatoes, buy lids for jars, make aprons and skirts, buy trim for skirts and buy new sewing baskets.

The boys have a Camera Club, with no female members.

Problems which girls solve are of a domestic nature, while boys handle problems of a wide variety. In a lesson on division, girls divided oranges, orange juice, paper place mats, amount of salt to the amount of meat, chocolate bars, pies, and cakes; boys divided money, mice, boards, miles per hour, and time spent practicing the coronet. In order to make money, the girls have a bake sale, while the boys make and sell birdhouses.

To practice addition, Sally and Carol go shopping at the supermarket and, to learn the use of fractions, girls cut cakes, measure sugar and cloth and cut up apples for pies. Andy makes a sail for his boat, and Mr. Parker, "a store owner", cuts cheese.

Sixteen problems concern Tony and Paul's research about railroads.

Grade 6. The same practice of assigning separate activities for boys and girls continues throughout the sixth grade.

Eight problems are about John and his Scout camping trip.

Six illustrations of boys demonstrating division.

Thirteen problems about boys and swimming.

Fifteen problems about boys and figuring cubic feet.

Thirteen problems are about the Jackson boys' baseball team.

Seven problems about girls and cooking, sewing, and buying groceries.

Conclusion

This series definitely stereotypes the interests and activities girls and boys enjoy. Many girls do not cook, sew, plan parties or collect paper dolls, just as many boys do not fish, camp, or play baseball. In today's society, girls show an increasing interest in a variety of activities that are open to them. Domestic duties are not necessarily an important part of a

girls' life.

Arithmetic is not a subject commonly associated with human relations, and yet the authors of this series have managed to assign stereotyped sex roles to the activities of the children. One would think that a textbook study concerned with sex discrimination would be safe in ignoring arithmetic texts, but it seems that even this subject has not been spared. This series is definitely biased and teaches prejudice. Therefore, it receives a negative rating.

Laidlaw Health Series: Byrd et al, Doubleday.
Grade 1.

Once again, girls take a back seat to the interests of boys. Boys play checkers, while the girls hold the teacher's hand. Boys have races, while the girls watch. A girl watches a boy plant carrot seeds, and later, she watches him dig up grown carrots. The familiar female teacher is present, and "Mother" is seen in the kitchen, doing the cooking.

There are four illustrations of male dentists, four of male doctors, and one of a male eye specialist. The only female illustrated is a nurse. Women are not shown in any "traditional" male occupation.

When the children play "Family", the girls sweep the floor and bake, while the boys go off to work.

Grade 2.

In this chapter, there are five illustrations of male doctors, two male dentists, one male eye specialist, three female nurses, and a female secretary. Men are firemen, policemen, school patrols, and scientists.

A girl, cutting out pictures of the people who help her, includes male doctors, dentists, eye specialists, one female nurse and "Mother".

In a chapter entitled Your Family, children learn the duties of their parents. Mothers sew, clean, cook, iron and look after children, while father play catch, read, rake leaves, build things, wash the car, take care of the garden and clean storm windows. When Mother works alongside father, her job is less important. She takes care of the picnic table, while father barbecues.

Grade 3.

Boys and girls do not play together. In chapter one, the boys chase a butterfly with a net, while the girls have a "Princess" puppet show.

In a lesson in "Getting Along With Friends", boys are taught to be good sports. "You have learned not to take out your anger on objects or on people". Isn't this instructing boys to suppress their emotions? Girls are given no such lesson.

There are three illustrations of a male doctor, one of a male eye specialist, a male dentist and a male scientist. There are two illustrations of female nurses, and one female ballet instructor. Men are shown as lifeguards, policemen, bus drivers, and shoe salesmen.

The children are taught, once again, that Mother does the work in the house, takes care of the children, washes and irons clothes. Father goes to work each day, but works in the yard or "fixes things" when he comes home. This lesson is repeated throughout the series, neglecting the fact that many mothers work, are divorced, or happen to handle "masculine" duties themselves.

In chapter nine, Mother hands Father a list of all the items of clothing the children will require. This reinforces the idea that Father, the breadwinner, is responsible for any material gain.

Grade 4.

Men are photographers, barbers, R.C.M.P., pilots, shoe salesmen, farmers, dairymen, lifeguards, and doctors. Women are depicted as nurses or mothers.

In a lesson about hobbies, girls and their many activities are not discussed or illustrated, while boys belong to the Cubs, go on paper drives, play Monopoly, ride horses, play piano, read and do scientific experiments. Girls are shown cheering boys who are playing soccer, but the girls are not participating. Since this lesson emphasizes the importance of skills and good sportsmanship, why are girls simply ignored? Isn't such an important lesson necessary for them, also?

Boys are illustrated helping girls in the classroom. They take girls' fingerprints, hang the prints on the wall, do experiments which girls watch, demonstrate the operation of the heart, study slides under a microscope, and operate a printing press for two girls.

Grade 5 .

In this book, girls and their mothers are involved in domestic duties. A girl is given a dress fitting; Mother holds her baby; Mother and daughter store medicine in the bathroom cabinet; Mother shows her older child a new baby; a girl arranges the table and puts the cake out; a girl feeds the baby while Mother watches, girls serve the food at a picnic; a girl cleans the bathtub, and girls sew and fix their hair. Boys are not involved in these activities.

There are two illustrations of male dentists; two male ophthalmologists; two male doctors and a male scientist. Men are also miners, firemen, construction workers, storekeepers, bus drivers, and patrol officers. Once again, women are seen as teachers, mothers, and librarians.

Grade 6.

In this book, a girl is shown embroidering on a rainy day. A girl dreams of being a famous ballet dancer and she is applauded on the stage, while a boy daydreams about bikes and footballs. Two girls are sewing, while another girl watches boys playing chess. A girl lends her friend a purse, while a boy lends his fishing rod.

Once again, men are involved in a wide variety of challenging occupations, such as judge, lawyer, museum curator, politician, scientist, dentist, doctor, interviewer, announcer, workers in a space plant, astronaut, R.C.M.P., snowplow operator, mailman, milkman, and busdrivers.

Women once again, are mothers, teachers and waitresses.

Although we know that women today are working in a wide variety of occupations and some excel as lawyers, doctors, and scientists, they are not illustrated as doing so in this series.

Many famous scientists such as Pasteur, Lister, Reed, and Koch are discussed in this text. However, no women are mentioned, and no explanation for this is given. Florence Nightingale, who contributed a great deal to the fight against infectious diseases, is conspicuously absent. Why?

Dimensions in Health Series: Irwin et al, McGraw-Hill.

This series is an excellent one that teaches children responsibility to their homes and families. Illustrations, however, segregate duties and activities of boys and girls and only men are seen in professional occupations, other than teaching. For example, there are eighteen illustrations of male doctors, ten of male dentists, and two of male eye specialists. Women are not illustrated in these professions, but there are twelve pictures of female nurses who are repeatedly called "the doctor's helper".

The authors recognize the change in Canadian family life and the fact that one-parent families or homes where mothers are the family heads do exist. This is indicated by the following quotation:

> "the father is the person who earns the money to support the family and he is the family's leader. The mother takes care of the family and the home. But these positions are not always followed. Sometimes mother helps earn money and the father helps around the house."

However, it seems the authors believe the traditional ways are still best and children from one-parent families could easily be confused by such quotations as this one:

> "The changing situation within some families may lead to confusion. But still a boy is clearly a boy and a girl is clearly a girl. Starting at an early age, boys are raised in different ways than girls".

Is this rationalization supposed to denigrate the fact that women are capable of heading families? Is it an attempt to brush off recent changes in family life? Are we supposed to believe that mothers who help support the family are members of a "freakish" minority, simply meant to be ignored because of their considered unimportance?

This series contains a unit entitled "The Canadian Way". It discusses the importance of being a Canadian and the meaning of pride in one's country. However, in the area of human rights, only illustrations of men appear. Canadianism is demonstrated by male choirs, baseball teams, bands, photography clubs and of course, the Boy Scouts. The only woman shown is a "traditional" mother. Women are not mentioned or illustrated in any other way. Does this mean that women, although allowed to vote, are not considered to be important as Canadian citizens? Why are they being ignored!

This series lacks illustrations of women in productive occupations and completely ignores women's rights as Canadian citizens and human beings. It receives a negative rating.

Social Studies; Resource Units for Teachers. Published by the Department of Education, Edmonton. Homes and Families.
Grade 1.

In this book, the duties of the family are listed. "Mother - mother cooks for us. Mother washes our clothes. Mother reads to us. Mother buys toys for us. She does many things for Father". Father - Father goes to work. He earns money. He helps the family."

These roles are reinforced by the poem at the end of the unit.

What Does the Bee Do?

What does the bee do?
Bring home honey.
What do Fathers do?
Bring home money.
What does Mother do?
Lay out the money.
What does baby do?
Eat up the honey."

Once again, father becomes the breadwinner and family protector, while Mother tends to the home. The children are encouraged to draw pictures or pantomine mother's duties, and to ensure that these duties are clearly understood, they are listed once more:

"Develop an understanding of mother's duties:

a) Helping to keep the family well.
b) Buying and cooking good food.
c) Keeping the house clean.
d) Taking care of the children.
e) Washing and ironing.
f) Sewing.
g) Entertaining.
h) Helping Father."

When duties of the sexes are so explicit, how can a girl help but feel that she is deviating from the norm when she thinks of becoming a doctor or a lawyer.

Under the heading Science Concepts, the wheel is discussed.

a) Wheels that help Mother, e.g. egg-beater, electric beater, sewing machine, vacuum cleaner, baby carriage, etc.
b) Wheels that help Father, e.g. lawn mower, wheel barrow, car, etc."

The wheel is an inaminate object, and yet the author has taken this concept from the field of science and attached sexually segregated uses to it. Can a wheel be masculine or feminine? Apparently, this is so. Further, children reading this unit will learn that a vacuum cleaner is feminine and a lawn mower, masculine.

Resource Unit I
Winter Fun
Grade 1

In a play entitled "A Winter's Play', Mother Earth, who believes herself to be independent and beautiful, is told by Grandfather Star and Father Sun how much she needs them, and her survival depends on them.

Autumn on Parade.
Grade 2.

In demonstrating a game called Brownies and Fairies, the girls are dressed as pretty fairies, but the boys are brownies or elves.

Women cook and serve the Thanksgiving dinner, which the men hunted.

Christmas in Other Lands
Grade 3.

The preparations mothers around the world make for Christmas seem to include only cleaning, painting, cooking huge meals, decorating, and making new clothes, if necessary. Even Mrs. Santa Claus cannot escape domestic duties in this series. While Santa delivers gifts all over the world, Mrs. Claus is making cookies.

Treasures to Trade,
Grade 4.

Men are credited with developing a system of exchange and establishing banks. There are five plays in the unit, with only one female character, a Mrs. Wilson, whose husband is angry with her for not salting the porridge.

The plays involve travel by ship to points of interest. The only reference to women is on a visit to a canal. Entering the Solanges Canal is compared to "a fat woman trying on a small shoe".

Pictures of resources in Alberta show men making roofing materials, operating cultivating machines, making block salt, batteries, glass and handling livestock. Women are shown sewing in a garment factory.

Red River
Grade 4.

In this unit, one would believe that men won the west, for the pioneer women of western Canada, who were so important to

settlement of the prairies, go unmentioned. Many famous men such as Louis Riel, Sir George Simpson and Lord Selkirk are discussed, but women are still in the kitchen,ironing, starching, cooking, sewing, spinning, and making shoes for the children.

Two sisters of the Grey Nuns are credited for doing charitable work in the West, but such was their importance that their names seem to have been long forgotten.

Because of the excellent work women did, alongside their men, women of the west were among the first in North America to be allowed to vote. Why is this fact ignored?

Story of Communication

Grade 4.

Men are credited with developing stagecoach travel, picture writing, printing presses, postal services, newspapers, electricity, telegraph, Morse Code, telephones, radio and television. All this is part of "man's attempt to leave a written record".

Women are not mentioned at all in this unit.

Conservation of Canada's Resources.

Grade 5.

This unit tells the history of the Mongolians - "The Norsemen of the Steppes". Women are mentioned only as childbearers.

The Alberta Story

Grade 5.

Men are credited with settling Alberta, preparing Indian Treaties, ranching, founding towns, exploring, developing the oil and gas industry and the Alberta education system.

The only woman mentioned in the unit is Marie (Lagemodeere), the "first white woman in the West." She was the mother of six children. Her daughter, Julie, became the mother of Louis Riel.

This unit seriously ignores the contributions of pioneer women to the settlement of Alberta.

The Incas of Peru.

Grade 6.

This unit discussed how Inca men handled war and politics, crime and justice, architecture, roads and boats. Men were emperors and gods.

A discussion of the Chosen Women, who were the most beautiful women in the tribe, is the only mention of females. These women were sent to convents to learn weaving, cooking, beer making, and religion. Later, they became second wives to nobles; became sacrifices; or did temple service. Their work was always of a domestic nature and they were in no way involved with the government of the Incas.

Once again, this unit discussed in great detail, the activities of the men.

Homes Through the Ages.

Grade 6.

Many experiments are conducted in this unit. Seventeen boys are illustrated in these experiments, but only seven girls.

The children are asked to pretend to be prehistoric people. Cavewomen gather nuts, berries and roots. Cavemen go hunting and often have adventures.

Man is credited with the development of shelters for his family, and women are simply not mentioned, although women surely had some say in the type of home desired.

This series is given a negative rating. The authors had a great opportunity to explain how the socialization of women hindered women from making any accomplishments in the areas of communication or exploration. Although women made a real contribution to the settlement of the west, their achievement is clearly ignored and omitted. In this series, men do, women have things done for them, and as far as settlement of the west is concerned, such an attitude is simply untrue.

Science, A Modern Approach Series. Fischeler et al; Holt-Rinehart; Copyright 1966.

Grade 1.

Boys are involved in thirteen experiments, while girls are involved in only five.

While the boys wear baseball caps and push over fences, dress as firemen, eat cake, build sandcastles, take out garbage and rake leaves, girls are smelling flowers, watching boys build sandcastles, talking on the 'phone', preparing dinner and petting white kittens. While one boy is busy catching a fish, a girl is dressing up in a pink ostrich shawl.

Once again, girls are seen as fragile, less capable and less active than boys.

Grade 2.

In this book, there are sixty illustrations of boys conducting experiments and only thirty-two pictures of girls. Two pictures show girls watching boys do experiments. This implies that boys, supposedly more scientific in nature, will become scientists.

There are pictures of male doctors and male survey teams, but the women shown are, once again, mothers or teachers. Women in the professions are not seen working along with men.

Grade 3.

This book shows male geologists, construction crews, four male scientists, and a male policeman. There are six illustrations of men doing tests in the far north. Men operate caterpillar tractors, lift heavy safes, tow cars, repair cars, ship freight, load trucks, drill for oil, plant crops, and become scientists. There are fifty-seven illustrations of boys conducting experiments.

In this book, there is a mother and a teacher. One female chemist, the only professional woman seen in the series, also appears. Girls are seen doing experiments in only thirty-two illustrations.

Grade 4.

In this book, there are one hundred and five illustrations of boys, and only forty-six of girls. Two illustrations show girls watching boys and their activities, and another picture shows a girl baking a cake.

There are three pictures of a male scientist, a male doctor, a farmer, a hunter, and a pioneer clearing land and planting crops. The stories of such famous men as Ptolemy, Galileo and Copernicus are told.

Thereis a mother illustrated, and a pioneer woman is seen cooking. No achievements of women are mentioned and women hold no professional positions.

Grade 5.

In this unit, there are 72 pictures of boys performing experiments, but girls are shown only 39 times. There are nineteen pictures of male scientists, but no female scientists are illustrated.

The histories of Gilbert, Franklin, Volta, Edison, Henry and other famous men are discussed, but women, once again, are ignored. Many people believe this is simply because women have no achievements in the professional world. However, the achievements of Negroes in America were thought to be non-existent, also, but studies now being conducted find evidence that many important contributions were made by black people. May it not be that this is also the case with women?

Grade 6.

In this book, the activities of girls include skating, watching boys repair a bicycle, timing boys racing, and being frightened by a boy bursting a paper bag.

Boys cut trees, play basketball, teach, referee games, drive cars and become scientists.

Clearly, the girls are at a great disadvantage. Their activities are severly restricted, and the misconception that females are naturally timid is, again, reinforced.

Science for Tomorrow's World, Series. Collier-MacMillan. Copyright 1966.

This science series is excellent in its detail of scientific data. It is colourful and explanations are clear. However, the illustrations show men and women in stereotyped occupations and performing duties labelled male or female.

For instance, women are seen baking, teaching, working in a library, looking after children and nursing. Little girls are dependent on boys to lift heavy things, move chairs and explain experiments. Boys, however, are involved in a variety of activities such as scuba diving, studying the stars through a telescope, hunting, shooting, conducting experiments, jumping fences, digging, using a microscope and playing baseball.

Although men become astronauts, scientists, doctors, dentists, inventors, explorers, chemists, weather specialists, divers, whalers, zoologists, conservationists, aerospace technicians, biologists, bacteriologists, and engineers (to name just a few), only a female x-ray technician, conservationist Rachel Carson, and scientist Marie Curie appear on behalf of the entire female population. Such imbalanced treatment is bound to have a deterimental affect on a girl's career choice. The publishers of this series would be advised to change the illustrations in their texts.

MacMillan Health Series. Funkle and Lougheed (Canadian Edition) 1967.

This health series serves grades four to six and is concerned with showing children the correct way to behave, while giving them guidance in the area of hygiene, dress and safety. These lessons, however, use stereotyped models to put across the point. For example, a girl taking ballet lessons is told, "Carefully groomed nails will add to your confidence". The idea that girls must be clean, neat and generally well-groomed is emphasized throughout the series, but boys are expected to be rough, while cleanliness is not a major concern for them.

In the area of safety, boys are taught how to properly close and care for a jacknife, but girls are taught knife safety by learning to cut bread. Are girls immediately given a domestic role?

As usual, women are shown only in traditionally "female" occupations, such as nursing, teaching, library work, and of course, housework. Men hold a variety of positions in a wide-ranging choice of occupations. Male scientists and doctors, from Hippocrates, Galen, and Pasteur to Fleming and Jonas Salk are discussed, but not one female is mentioned.

This series receives a negative rating for ignoring women and using stereotyped models.

New Curriculum Foundation Series, Gray et al; W.J. Gage Limited, Toronto.

This series contains many exciting, well-written stories, but, for example, in the New People and Progress, males are the main characters in thirty-five out of forty-one stories. The only women mentioned in these stories are mothers, teachers or grandmothers, who contribute nothing to the story but are merely in the background cooking or speaking occasionally.

Girls are involved in four of the forty-one stories, but for some reason, these characters seem to make ridiculous mistakes and must eventually turn to a male for aid. For example, in a story called "Two on Trial", Wendy is ordered by her father to train her dog, Rough. If the dog cannot learn to behave, he is to be given away. Wendy attempts to train Rough. "She started on an intensive course of training; but, being Wendy, she accomplished nothing." Wendy, incapable of teaching a dog, was forced to turn to a man who operates an obedience school for dogs. Naturally, Rough's improvement is miraculous.

Why does Wendy fail to accomplish her goal? The boys in the adventure stores achieve their objectives without help, but girls are not allowed to be this independent.

A story called "The Lady on the Cowcatcher" discusses Lady Macdonald, "wife of the Prime Minister". She enjoys riding on the train's cowcatcher, instead of in the Prime Minister's carriage. Rather than being considered an adventurer, she is continually warned she is in danger, and people consider her to be an oddity. If the Prime Minister had indulged in such an activity, undoubtedly he would have gone down in history as a fearless, courageous, out-

doors man.

In the third story involving a woman, Sarah cures her husband of writing poetry all day, because she is tired of running the store by herself, and wishes to return to her cooking and cleaning.

In story number four, Kaatji, a Dutch girl, visits the city, gets lost, cries for her brother, falls in a canal and is finally rescued by a boy. The boy's father takes her home, and she finds it necessary to apologize for causing so much trouble.

Why are females pictured as helpless, incapable, and totally dependent on men? Surely we realize that this isn't so, but a female child, reading these stories, certainly must question her worth and her role in society. Because of the imbalanced treatment women receive in this series, it is given a negative rating.

Canadian Reading Development Series. Dr. MacIntosh et al; Copp Clark Publishing Co. Ltd.

This series has been copyrighted several times and the stories, dress and characters tend to be old-fashioned. The primers are about a nuclear family, headed by a father who works. Mother stays at home with the children. John, the oldest child, generally initiates activities, while younger sisters Janet and Anne follow.

John and friend Peter are involved in a variety of traditional male activities. For example, they explore an old barn, ride bikes together, fly kites, go to the store, go sledding, play in the snow and tease the dog. The girls, meanwhile, are playing dolls, doing the laundry, baking, skipping, and helping Mother. Girls and their activities seem to be confined to the house or the yard. A boy's playground is the world.

John's major duty seems to be taking care of his sisters. He helps Janet find things she has misplaced, he refuses to let Anne help him clear the sidewalk, and he warns Jane of the dangers of standing under a tree heavily laden with snow. Naturally, Jane doesn't move in time, and she is covered with snow. Even at this age, a boy is "man, the protector". The girls in the stories cheerfully co-operate with these chivalrous males.

The books for older children in this series have predominately male characters in the leading roles. For example, in "Stories Old and New", out of forty stories, thirty-one have males as main characters.

Once again, in the nine stories with female characters, girls are usually seen as dependent. Any attempts to act intelligently usually fail. For example, Anne runs to father when she sees flickering lights in the lane. He explains that she is seeing fireflies. A boy in the same situation would have investigated for himself. In two other stories, the main female characters are a witch and a "Mrs. Crow". Can theyreally be used as female models?

In a story called "Noisy Nora", Nora is disliked because she lacks manners. Her family makes her eat with the pigs, but even the pigs ignore her. Finally, she mends her ways and becomes "a good little girl". What a sad lesson to find in a school textbook. Fear of total rejection by her family would force any child to behave and "be a lady".

This series receives a negative rating for using stereotyped models and forcing the sexes into prescribed roles.

Young Canada Readers Series; Editors-in-Chief J.L. Bower, W.A. West; Thomas Nelson and Son (Canada) Ltd.

This series includes grades four to six. Many of the stories are exciting and adventurous and many stories of famous people, such as the Wright brothers, are included. However, the main characters, once again, are predominately male, and famous women are ignored.

There are many poems in this series, but men are usually the characters in them, or the pronoun "he" is used. For example, out of onehundred and eleven poems, sixty were neutral, or mentioned no particular sex. However, forty-one had male characters only. Only one poem discussed women in a favourable way, while nine were given a negative rating for portraying women unfavourably.

Judging from this evidence, it seems to be a man's world, with women being mentioned only when necessary.

Males are the main characters in thirty-seven out of forty stories. Such statements as, "Those who had the courage to face danger become Men," and "Man has built his universe larger and grander as the centuries have gone by" makes one wonder about the origin of women and just what her position in this world really is. The way she is ignored in this series makes one think that perhaps she is a second class human being.

Young Canada Readers Series; John A. MacInnes, Thomas Nelson and Sons (Canada) Ltd., Don Mills, Ontario.

The primers in this series "Funny Surprises", "Kittens and Bears", "Pets and Puppets" and "Mr. Whiskers" deal with Jack and Jill and their parents. Jack is predominately the main character. Jill is usually seen helping Mother, baking cookies, playing with dolls, playing house, or dressing up in Mother's old clothes. Jack paints her doll house, finds her lost kitten, and thinks of more exciting activities. He visits the farm and a series of stories concern Jack and his trip. While their father goes to work, Mother is seen in a series of illustrations (always in an apron) with a mop, wax can, and dust cloths. A variation in these activities put her in the kitchen, cooking.

These learn-to-read books give a small child a very narrow view of family life. The stereotyped characters clearly indicate a girl's position in society. This series goes up to a grade three level. They follow the same pattern as the primers and most of the stories have male characters. For example, in "Stories of Fun and Adventure", twenty-seven out of thirty-six stories have males as the main characters. Eight stories have female characters and one story is neutral. In four of the stories with female characters, the women are outsmarted by men, or they do foolish things. The women in the series are depicted as being stupid and there are no intelligent models for girls to identify with.

Ginn Basic Readers. D. Russell et al; Ginn and Company, Toronto

This series covers grades one to six. The books that serve the primary school level are concerned with Tom, Betty, Susan and their parents and friends. Tom is the older brother and he helps his younger sisters when necessary. They have a traditional home, with the father working, and the mother always at home, wearing her apron.

While brother Tom dresses in his cowboy outfit and rides his horse or plays with his large dog, Flip, Betty cuddles her kitten and Susan plays with a stuffed rabbit called "Bunny". The girls naturally are less active and creative than their brother and they play a more passive role. The children play with strictly traditional toys. Tom possesses a toy train, airplane, fire engine and truck, which the girls show very little interest in.

While the boys make snowballs and snowmen and go sledding, the girls are content to make angels in the snow. While Tom and Jack "make a big ball of snow for a big, big snowman", Betty and Nan can only "make a little ball of snow". This misconception that girls are weaker and less hearty than boys is continually reinforced.

In the higher grade levels, males are the heroes in the majority of the stories. The roles that women play are usually a mother, a teacher, a witch, a queen or a beautiful princess. Needless to say, the witch is ugly and wicked and the princess is used as a reward for a brave deed. She has no voice in deciding who the King will give her to. The man who becomes her husband is usually seen as her chivalrous hero: For example:

"Silverknights and castles gold
Ladies fair and watches old
Long ago and far away.
Now a boy can only play -
Kill the old witch in her lair.
Rescue babes and ladies fair.

It is very interesting that both ladies and babies should need to be rescued. It is apparent that many believe that the two are synonymous with helplessness.

In the book "Beyond the Horizon", thirty-one stories have boys as the main characters. Only nine stories have female characters, and in most of these stories, the girls get themselves into a dangerous situation and must rely on boys for help. One of the stories concerns a pioneer woman in Manitoba with her nine children. She is praised for raising the children, cleaning and cooking and making money with her domestic talents, such as knitting and sewing. She is called the "nest-builder". How ridiculous that the only woman worth praising in this text is one that stays within the boundaries of the role prescribed for her.

This series is in desparate need of modernization. It does not honestly depict a modern Canadian family, where the mother often works, her husband may do the dishes and he may even be capable of putting together a decent meal. Many boys enjoy dolls and girls can often be dirty and unkempt looking. It is not a real-life situation when parents do not argue, mother never drives a car and father never enters the kitchen.

The sex-role stereotypes and the imbalanced treatment of women as evidence in Alberta elementary textbooks is a matter of deep concern. Many of the characters that girls see as models in these books are dependent, unimaginative, frightened, timid and non-creative, but they are affectionate, friendly and warm, which very few male characters are. Girls must become more courageous, and independent, while boys should be capable of forming warm emotional ties.

By using textbooks whose characters are well-balanced, independent and able to show emotion, children will have role models to identify with. Boys and girls must work together to solve the problems that confront them in so many of the stories.

The textbooks studied blatantly ignore the achievements of women and the socialization process that has determined the role of women is never discussed. This is necessary if children are to understand why women do not have the number of achievements in professional and artistic areas men do. Since reform takes a great deal of time and the society we live in is still a strong

patriarchal system, the pressure of parents, students and individual teachers are the only voice for change at the present time. However further recommendations are:

1. Canadian authors and publishers should be used to a greater degree, since they are more accessible than American publishers when dissent arises.
2. All publishers must be informed of the areas where revision is necessary in all their texts, and these defects, once noted, must be made known to all teachers.
3. A standard for the screening of future texts must be established between the Alberta Human Rights Branch and the Curriculum Branch of the Department of Education. These standards must be made available to all publishers and authors and adhered to.
4. Textbooks that cannot be revised should be dropped from the curriculum.
5. All textbooks, before authorization, should be examined carefully, in accordance with the standards for screening. This should be done at all grade levels.
6. New material must be incorporated into the curriculum in areas where omission and imbalanced treatment exist. The ultimate solution will be new text books that cover all topics adequately. The necessity for short term supplements, however, must be explained to principals or officials who are in the position to veto them.

APPENDIX 'A'

The reading list in the following appendix has been supplied by the feminist organization, Every Woman. It is probably not intended to be exhaustive, nor should inclusion of any title be necessarily construed as a recommendation by the author of this present study. It is merely intended to serve as a guide to a number of publications which are relatively free of the sexist stereotyping encountered in so many of the books reviewed from the elementary school curriculum list.

The EVERYWOMAN Reading List for Whole People

GIRLS WHO THINK AND ACT, BOYS WHO FEEL AND CARE

Picture Books

Anderson, C.W.	A Pony for Linda.
Babbitt, Natalie.	Phoebe's Revolt
Burton, Virginia	Katy and the Big Snow
Caldecott, R.	The Milkmaid
Ets, Marie	Play with Me.
Freeman, Don	Tilly Witch
Gaeddert, Louann.	Noisy Nancy and Nick.
Lystad, Mary.	Millicent and the Monster.
McCloskey, Robert.	One Morning in Maine.
Merrian, Eve.	Mommies at Work
Thayer, J.	Quiet on account of dinosaur.
Wahl, Jan.	A wolf of My Own.
Yashima, Taro.	Umbrella.

Fantasy

Lindgren, A.	Pippi Longstocking, Pippi goes on board.
Nichols, Ruth.	A Walk out of the World.
Norton, M.	The Borrowers, The Borrowers Afield, The Borrowers Afloat.
Travers, P.L.	Mary Poppins.
Watson, Sally.	Magic at Wychwood.

Adventure

Southall, Ivan.	Ash Road.
Ransome, Arthur.	Swallows and Amazons.
Rankin, Louise.	Daughter of the Mountains.
Polland, Madeleine.	Stranger in the Hills.
North, Joan.	The Cloud-forest.
Johnson, Annabell.	The Peculiar Magic.

From the Past.

Balderson, Margaret.	When Jays fly to Barbo
Burch, Robert.	Queenie Peavy.
Constant, Alberta.	The Motoring Millers.
DeAngeli, Marguerite.	Thee, Hannah !
Lenski, Lois.	Strawberry Girl.
Snedeker, Caroline.	Downright Dencey.
Streatfield, Noel.	Ballet Shoes.
Shemin, Margaretha	The Empty Moat.
Watson, Sally.	Jade.

From the Here and Now

Brink, Carol.	Baby Island.
Cleaver, Vera.	Where the Lilies Bloom.
DeJong, Dola.	Between Home and Horizon.
Fall, Thomas.	Dandy's Mountain.
Fitzhugh, Louise.	Harriet, the Spy: The Long Secret.
Gates, Doris.	Blue Willow.
Greene, Constance.	Leo the Lioness.
Hamilton, Virginia.	Zeely.
Konigsburg, E.	From the Mixed-up Files of Mrs. Basil E. Frankweiler, Jennifer, Hecate, Macbeth, William McKinley, and Me.
Lenski, Lois.	Judy's Journey
Robinson, Joan.	Charley, When Marnie Was There.
Sachs, Marilyn.	Peter and Veronica.
Snyder, Zilpha Keatley	The Changeling, The Egypt Game.
Zindel, Paul.	The Pigman: a Novel.

Animal Stories

Bagnold, E.	National Velvet.
Bailey, C.	Miss Hickory.
Robinson, Jan.	The December Dog.
White, E.B.	Charlotte's Web.

Science Fiction

L'Engle, Madeleine	A Wrinkle in Time.
Engdahl, S.	Enchantress from the Stars.

Historical Fiction

Wilder, Laura.	Little House in the Big Woods.
Spykman, E.	A Lemon and a Star, Terrible, Horrible Edie.
Speare, E.T.	The Witch of Blackbird Pond.
O'Dell, Scott.	Island of the Blue Dolphins.
Dalgliesh, Alice.	The Silver Pencil.
Jones, D.H.	Abbie Burgess, Lighthouse Heroine.
Canfield, Dorothy.	Understood Betsy.

Old Favourites

Burnett, F.	The Secret Garden.
Carroll, Lewis.	Alice in Wonderland, Through the Looking Glass.
Montgomery, L.M.	Anne of Green Gables.
Seredy, K.	The Good Master.
Spyri, Johanna.	Heidi.
Wiggin, K.D.	Rebecca of Sunnybrook Farm.

Biography

Kosterina, Nina.	The Diary of Nina Kosterina.
Gibson, Althea.	So Much to Live For.
Aldis, D.	Nothing is Impossible: the Story of Beatrix Potter.
Fleming, Alice.	Doctors in Petticoats.
Graff, Stewart.	Helen Keller: Toward the Light.
Bernard, J.	Journey Toward Freedom: The Story of Sojourner Truth
Bigland,E.	Queen Elizabeth I.
Garnett, Emmeline.	MaDame Prime Minister: the story of Indira Gandhi.
Petry, Ann.	Harriet Tubman.
Borer,M.I.C.	Women Who Made History.
Hume,R.	Great Women of Medicine

For Further Reading on the Learning of Sex Roles.

Spinks, Sarah. "Sugar 'n Spice," in This Book is About Schools. (ed. Satu Repo, Pantheon Books, New York, 1970)

"Sex Role Imagery in Children: Social Origins of the Mind," Studies of the Royal Commission on the Status of Women in Canada, No. 6 (available for one dollar and seventy-five cent from Information Canada, 171 Slater, Ottawa, K1A OS9)

Nunes, Maxine and White, Deanna; The Lace Ghetto. (New Press, Toronto, 1972; available at most book stores.)

Feminists on Children's Media. Little Miss Muffet Fights Back: Recommended Non-Sexist Books ABout Girls for Young Readers.

compiled by Feminists on Children's Media, New York, 1971; available from them for fifty cents at P.O. Box 4315, Grand Central Station, New York, N.Y. 10017, enclose a 9" x 4" self-addressed envelope.)

A Note from EVERYWOMAN

This reading list is only a preliminary one. With the help of those who have knowledge of children's books, we hope to compile a more extensive list so that books with more Canadian focus can be included. For this we need your help. Whether you are a parent, a teacher or a librarian, we need your suggestions and advice for our complete reading list.

Contact EVERYWOMAN c/o M. Scobie 699-7332.